

1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative and how it promotes high student achievement.

Everyone enjoys a tall glass of milk and a batch of freshly baked cookies. Where did the idea of cookies originate? How does one go about creating a cookie? What skills do you need to complete each of these tasks? These are the questions we pose to our students every February when we introduce the **“Cookie Project.”** This project is a fun way to entice students *to think outside of the box*. Students will use all interdisciplinary areas to strive for the title of “Greatest Cookie.”

The **“Cookie Project”** seeks to address the following content and process objectives:

- To stimulate students’ creative thinking skills;
- To reinforce measurement and money skills;
- To encourage teamwork;
- To develop confidence in a group setting;
- To integrate the different interdisciplinary areas.

The **“Cookie Project”** is a fresh and innovative way to combine math, creative thinking, oral speaking, writing, art, and home economics into one delicious idea. Students are grouped together to create their own cookie company from the ground up. Students must first think of where to begin. They will need to figure out what type of cookie they are going to market, how much they will charge, and a clever name to attract consumers from all grade levels. After completing this task, groups will have to design posters, jingles, slogans, and commercials to advertise their product. Posters will be drawn and decorated by hand. Students will then need to write and star in a commercial. These commercials should contain jingles, skits, and slogans. The entire school will view these advertisements by grade level in the weeks preceding the cookie sale. Students will also be demonstrating their knowledge of measurement while they are writing their own recipes for these unique cookies. Students will create the batter for their cookies two days prior to the cookie sale. Parent or guardian volunteers will then bake the cookies. Finally, the day of the cookie sale arrives. Groups are given fifteen minutes to decorate their tables. They will sell their final product during the last fifteen minutes of each lunch period. Students will use their mathematical skills to make change for their customers. After the final lunch period, the money from each group will be collected and tallied. The group with the largest profit is awarded the title of “Cookie Champions.” All the students are honored at a pizza party, which the groups’ profits provide.

2. List the specific *Core Curriculum Content Standards, including the Cross-Content Workplace Readiness Standards, addressed by the practice and describe how the practice addresses the standard(s). Provide an example to substantiate your response.**

There is no other way to describe the “*Cookie Project*” except to say that it is an enjoyable learning process for everyone involved. The students work step-by-step with each other, with a teacher, and with a family member, promoting a positive and stimulating community. Students obtain a sense of accomplishment upon the completion of this two-month long task. Students can take pride in seeing their hard work being rewarded when the school is lining up to buy their product. As they reflect upon their two-month journey, students will realize the many skills and endeavors they had to learn, master, and apply both as individuals and as team members. The final reward is the knowledge that they created something that truly belongs to them. Their cookies started out as an idea and became a reality through hard work and determination.

The following New Jersey Core Curriculum and Cross-Content Workplace Readiness Standards are satisfied:

Standard 1: All students will develop career planning and workplace readiness skills. Students will need to create a company, which they will build from the ground up. They will need to work together to create, advertise, market, and sell their product.

Standard 2: All students will use technology, information, and other tools. Students may use the computer to research companies and find a basic cookie recipe to use as a foundation for their own unique recipe.

Standard 3: All students will use critical thinking, decision-making, and problem solving skills. Students must come up with their own ideas and work collaboratively to develop a strategy to achieve their goal.

Standard 4: All students will demonstrate self-management skills. Each student is responsible for a piece of his or her group project. Students must make decisions that will have a positive outcome for their group.

Standard 5: All students will apply safety principles. The students are required to bake their own cookies with the assistance of a parent or guardian. Students should wear safety goggles and oven mitts to protect themselves from injury.

Standard 1.3: All students will utilize arts elements, and arts media, to produce artistic products and performances. Students are required to create a commercial, posters, and jingles that will entice all age groups from kindergarteners to the faculty at the school.

Standard 3.1: All students will speak for a variety of real purposes and audiences. Students will need to speak clearly when introducing their product as well as when starring in their commercials.

Standard 3.3: All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes. Students will need to write clearly when designing their posters. They will also need to write an organized skit for their commercials.

Standard 4.3: All students will connect mathematics to other learning by understanding the interrelationships of mathematical ideas and the roles that mathematics and mathematical modeling play in other disciplines and in life. Students will use a variety of mathematical skills including money to give change to customers.

Standard 4.9: All students will develop an understanding of and will use measurement to describe and analyze phenomena. Students will use measuring tools to create their cookie batter.

3. Describe the educational needs of students that the practice addresses. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. Provide assessments and data to show how the practice met these needs.

- *To stimulate students' creative thinking skills.*

After walking around the school and seeing the posters, slogans, and excited faces of the students, the creative thinking of the students involved speaks for itself. The groups' commercials are forever engraved in the minds of the participants and viewers.

- *To reinforce measurement and money skills.*

When the students ultimately bring in their final products, teachers are permitted a sneak preview. No one is ever disappointed with any of the creations. At the end of the day, when the final calculations are tabulated, the amount of money matches the amount of cookies sold.

- *To encourage teamwork.*

In order to successfully accomplish this project, students have no choice but to work as a team. Students learn how to compromise, make decisions, and share ideas for the success of the group.

- *To develop confidence in a group setting.*

Students need to express their ideas and concerns when working in a group. They also need to display confidence when performing in the commercials and when greeting customers at their booth.

- *To integrate the different interdisciplinary areas.*

The final product can only be completed after each group has effectively demonstrated the ability to work together, measure ingredients, design posters, commercials, and jingles, as well as make change for the customers. Therefore, any group that has earned a profit will have proven it possesses these skills.

4. Describe how you would replicate this practice in another school and/or district.

The ***“Cookie Project”*** can be replicated and modified for any grade level or special interest. Elementary grades may want to use store-bought cookies and decorate them instead. Middle school and high school students may want to adapt this project and create a pizza or some other kind of food. Depending on the grade level, class size, or time per period, the ***“Cookie Project”*** may last anywhere from one month to the entire school year. Schools wishing to replicate this project should outline these steps and tailor them to their own needs and accessibilities. It is important to keep parents and students updated with supplies, times, and dates.

When all is said and done, and one group is victorious, everyone finally realizes that there are no losers. Everyone feels a sense of pride in their accomplishments--creating an idea and making it work. As the culmination of our project, all of the groups combined their profits to pay for a grade-level pizza party with toppings of their choice, and ice-cream sundaes as the grand finale!